

## **FEATURES OF TEACHING HYPERACTIVE CHILDREN IN PRIMARY SCHOOL**

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**Annotation.** The article analyzes the features in teaching of hyperactive pupils, discusses the prevention and correction of difficulties in teaching hyperactive children in primary school.

**Keywords:** hyperactivity disorder, attention deficit disorder. Learning difficulties, primary school.

Attention deficit hyperactivity disorder is considered one of the most common forms of behavioral disorders among children of primary school age, and such disorders are recorded in boys much more often than in girls. With the beginning of schooling, the emergence of intellectual loads, norms and requirements, the problems only intensify. Excessive motor activity and the inability to concentrate for a long time on completing the necessary task attract the attention of teachers already in the first months of training. Hyperactivity, or attention deficit hyperactivity disorder, is defined in the latest medical classification as a mental health disorder. The main symptoms of ADHD are attention deficit, hyperactivity, impulsivity. Hyperactivity is one of the manifestations of a whole complex of disorders observed in such children. The main problem is associated with the insufficiency of attention mechanisms and inhibitory control. Therefore, such disorders are more accurately classified as "attention deficit syndrome". At the same time, the level of intellectual development in children does not depend on the degree of hyperactivity and can exceed the age norm. However, due to the characteristic symptoms, hyperactive children experience problems in relationships with others, difficulties in learning, which leads to the formation of low self-esteem, a high degree of anxiety.

Psychologists have developed three main areas of work for primary school teachers with hyperactive children:

- development of mental functions that are lagging behind in such children - attention, motor control,behavior control;
- development of specific skills of interaction with peers and adults;
- work with anger.

**Main areas of work with hyperactive children:**

1. Increasing learning motivation: using a reward system, using non-traditional forms of work (for example, the opportunity to choose a craft that children will make in class),teaching 3rd-4th grade students to younger schoolchildren (older children "work" as instructors,both older and younger children like such activities).

**Organization of the educational process taking into account the psychophysiological characteristics of students:**

- change of activities depending on the child's fatigue;
- realization of the child's motor needs (carrying out the teacher's instructions; requiring motor activity: handing out paper, erasing from the board, showing the stages of work on the board with a pointer);
- lowering the requirements for accuracy at the first stages of training;
- performing exercises for relaxation and relieving muscle tension (hand massage, finger gymnastics and others);
- the teacher's instructions should be clear and laconic;
- avoiding categorical prohibitions.

It is desirable that teachers take into account the specifics of disorders in children with hyperactive behavior and attention deficit. Such a child unintentionally interferes with the lesson, he can hardly regulate his behavior, he is constantly distracted by something, he is always more excited than other children.During the learning process, especially at first, it is very difficult for a hyperactive child to simultaneously complete a task and monitor accuracy. Therefore, at the beginning of the work, the teacher can lower the demand for accuracy. This will allow the child to develop a sense of success, and as a result -increase learning motivation. Children need to enjoy completing the task, their self-esteem should increase.

**Conclusions.** It is interesting and important that people with a hyperkinetic mindset are often able to enrich the lives of those around them: they, with their childish enthusiasm, spontaneity, and original ways of solving problems, give off a certain vital impulse. Unusual forms of behavior, a different structure of perception of the surrounding world, and a tendency to fantasize often distinguish them favorably from their peers, who seem like old men next to these sparkling natures. However, without help, the life of a child with hyperactive behavior can turn into torment and a continuous chain of deprivation and humiliation. And only if teachers, parents and psychologists combine their efforts, effective assistance can be provided in the socialization of these children, they can realize themselves, finding their way to a better, brighter and more fulfilling life.

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